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ABSTRACT

"Education in the Twenty First Century" was the theme of this first Annual Meeting of the European Home Study Council (EHSC), which was preceded by a congress on October 28, 1968. This theme reflects the thoughts of the EHSC as to the future direction of home study if increasing demands for education are to be met. The speeches are preceded by "An Introduction to the History, Objects and Services of the European Home Study Council Education by Correspondence in Europe," by Executive Director of EHSC Einar Rorstadt. The speeches are: "Education for the 21st Century--Planning Education in Order to Influence the Future," by Drs. Max Kohnstamm; "The Role of Independent Study in the 21st Century," by Dr. Alvin C. Eurich; "The Educational Situation in the United States of America--The Role of Home Study," by Dr. David A. Lookmiller; and "New Directions in Academic Studies in the Federal Republic of Germany," by Professor Dr. Gunther Dohmen. A listing of the members of the committees of the EHSC is provided. (DB)

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INTRODUCTION

Photographed at the congress, the speakers together with two members of the Organizing Committee and the Executive Director. From left to right: Dr. David A. Lockmiller, Aldert J. M. de Jong, Walter Schultz-Rahe, Dr. Alvin C. Eurich, Drs. Max Kohnstamm, Prof. Dr. Günther Dohmen and Einar Rørstad.

On October 29th. 1968, the first Annual Meeting of the European Home Study Council (EHSC) was held in Amsterdam The meeting was preceded by a congress on October 28th., reflecting the aims and objectives of the EHSC, which can be summed up in the theme of the congress 'Education in the Twenty First Century'.

The congress was attended by 130 leading personalities from the home study field, representing 13 different countries. Among the participants were representatives of the Dutch Ministries of Education and Science; Culture, Recreation and Social Work; and Defence. Also represented was the Dutch accreditation commission 'Inspectie Schriftelijk Onderwijs' (ISO).

'Education in the Twenty First Century' was elaborated on by such prominent authorities in the field of education as Professor Dr. Günther Dohmen, of the German Institute for Correspondence Education at the University of Tübingen; Dr. Alvin C. Eurich, President of the Academy for Educational Development Inc. in New York and Chairman of the United States National Commission for the Unesco; and Drs. Max Kohnstamm, President of the Institute for University Studies of the European Community in Brussels.

'The future tasks of home study in Europe' was the subject of a panel discussion presided by Kurt Graff, Educational Director of the Institut für Unternehmensführung in Hamburg (centre). Participating in the panel were, left to right, Dr. David A. Lockmiller, Drs. Max Kohnstamm, Prof. Dr. Günther Dohmen (speakers) and Mr. C. J. J. Wiedhaup, Managing Director of Stichting IVIO in Amsterdam.

Furthermore the educational situation in the United States was highlightened by the Executive Director of the National Home Study Council in this country, Dr. David Lookmiller.

The subject which was dealt with at this congress, reflects the thought of the EHSC about the direction home study has to head for in the years to come, in order to cope with the increasing demand for education on all levels.

Because of the present developments in the field of correspondence education, and the valuable contribution the contents of the speeches delivered at the congress can make in our thinking about our future, the Executive Committee of the EHSC has decided to publish these for the benefit of its member schools and all other institutes and organisations concerned with this form of education.[1]

In order to give non members a good insight in the history and functioning of the EHSC, the speeches are preceded by the introduction of the Executive Director Einar Rorstadt.

1 The speeches are published in a shortened version. Sets of complete speeches, in English and French, are available from the EHSC Library Service at the Executive Office.

EINAR RØRSTAD EXECUTIVE DIRECTOR EHSC

an introduction to the history, objects and services of the european home study council education by correspondence in europe

Einar Rørstad

I ORIGIN-HISTORY

The EHSC is an extremely young organization.

In the second half of 1967 informal talks took place between some leading home study institutes in Europe regarding the establishment of a European Home Study Council, more or less set up and run along the lines of the National Home Study Council in Washington DC, USA.

The already mentioned talks were followed by a meeting in the Amstel Hotel in Amsterdam on September 8th, 1967. Discussions went on and I accepted to take over the responsibilities as Acting Executive Director of the new organization from January 1st 1968 with the mandate to work with the nucleus of Charter Members in order to develop further.

Thus on the paper the EHSC started its activities from the beginning of 1968. In reality as well. Because the preparations took form, the contact between the Charter Members were firmly established and the climate seemed to be favourable. The first important step forward was made on the 22nd of March, 1968, when the Charter Members met at Neu Isenburg outside Frankfurt - Main, to discuss the fundamental and underlying principles of the organization, the first draft of the Constitution, etc.

This was followed by a second and very important meeting of the Charter Members, this time in Zurich, Switzerland, on the 19th of April 1968, when the EHSC was formally established according to Swiss Law, the Constitution adopted and duly signed, a preliminary Executive Committee and a preliminary Accrediting Committee elected to hold power until the first Annual Meeting, the Executive Director formally appointed, etc.

During the interval between the just mentioned Zurich-meeting and the first Annual Meeting, a lot of important work has been done and quite a number of home study institutes have been accepted as members by the Executive Committee after recommendations of the Accrediting Committee. The EHSC started with nine Charter Members from five different countries. Today, we have 45 members from 18 different countries, viz.:

Austria, Belgium, Denmark, England, Finland, France, Germany, Greece, Ireland, Italy, Monaco, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and Turkey. Other applications are being dealt with by the Accrediting Committee and new applications continue to come in.

II OBJECTS

The objects of the EHSC are:

- to promote co-operation, exchange ideas and research results between the members themselves and maintain contacts with educational governmental and non-governmental organizations,
- to promote establishment of and co-operation with national home study councils,
- to have a professionally run, permanent educational home study and research centre in Europe.

To obtain these goals the central office or headquarters of the association play an important role as co-ordinator and synchronizer. But it is not going to be a one-man-show. On the contrary, it is a team in which the best people from and among the members of the EHSC take an active part. To this effect we have created several standing committees.
Some of these are necessary for pure organizational purposes as the Accrediting Committee, the Finance, Budget and Audit Committee, the Constitutional Committee, etc.
Others are of vital interest when it comes to the realization of our programma, as for instance the *Educational Research and Development Committee and the Co-operation Committee.*
The duties of the first one according to our By-Laws, are to investigate educational problems of particular interest to the home study field, to survey the efficiency of educational methods and procedures in the field, to try to find new ways and means and to present its findings and recommendations in writing.
The duties of the Co-operation Committee are to investigate fields where a more intimate co-operation between the members might be possible and of mutual interest and benefit.

III SERVICE

The EHSC serves all home study students. How? By encouraging improvement of all home study institutions. It constantly helps both members and non-members to upgrade the quality of their services, through consultation, advice, seminars for various categories of employees, conventions, exchange of ideas, research results, publications, etc.

A lot of informative work along these lines has already been rendered to both members and non-members. It will be greatly increased after the first Annual Meeting which is in itself a clear token of our intentions.

IV EDUCATION BY CORRESPONDENCE IN EUROPE

First and foremost it is important to bear in mind what Europe really is. Europe is composed of a large number of independent, sovereign states, covering a long range of differences. Different political systems, different constitutions, different educational systems, different economical and social systems and conditions, different languages, etc., etc. Some countries are bi-lingual as for instance Belgium where French as well as Flemish are official languages. Or think of Switzerland with three languages: French, German and Italian. To put is short: In spite of all efforts done up till now – and it must be admitted that a lot of work has been and is being done – we are still very far from the goal: a Europe that is more united than it is now, or if you please: The United States of Europe. It must also be kept in mind that I have so far confined myself to Western Europe. In addition to all other complications we have an Eastern as well as a Western Europe as Europe as such is divided into two parts. An invisible, but nevertheless existing line, is drawn straight across Europe, the so-called iron curtain.

All these differences consequently must effect the home study field as well as all other fields, and proves beyond doubt that there is – and must be – a need for a clearing-house, a central office, a permanent headquarters, a European Home Study Council.

There are today approximately 400 different correspondence schools in Western Europe: some very big, some of considerable size, some medium-sized, some small, and a majority are very small indeed. Between some of these schools there has been a certain contact, some kind of co-operation. Nevertheless, it remains a sad fact that cannot be contradicted, that a lot of schools have been living more or less in 'splendid isolation', without contact with colleagues in the home study field, without the possibility of seeking advice, help or guidance, without the stimulation one always finds in co-operation with people who share the same interests . . . because there was nobody they knew of, no organization they might turn to with their problems and requests. All this turned to the better with the establishment of the European Home Study Council.

This is fully proved by the great many letters from all parts of Europe that have come to our office. The establishment of the EHSC was hailed with enthousiasm!

Quite a long time has passed in the history of home study, for instance since Sir Isaac Pitman in 1840 started to teach shorthand by mail. In the whole world millions and millions of students are using this educational method to-day.

I am convinced that the EHSC will play an ever-increasing role in the work for the European students, in friendly and loyal co-operation with everyone concerned, for the benefit of the students, the home study institutes and home study in general.

Institutes wishing to apply for membership of the EHSC can do so through the application form in the back of this booklet.

DRS. MAX KOHNSTAMM, PRESIDENT OF THE INSTITUTE FOR
UNIVERSITY STUDIES OF THE EUROPEAN COMMUNITY IN BRUSSEL

education for the 21st century planning education in order to influence the future

Drs. Max Kohnstamm

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The very title of this essay indicates a choice, a conviction: planning in order to influence the future. The title postulates that we can influence the future – that history is negotiable. This very fundamental conception – largely shared in our Western world – happens to be my profound conviction – but it is a conception resting on conviction, not on scientific truths. It is a conception very fundamental for education, because it posits human freedom, and with that freedom, human responsibility for the present and for the future. Adopting this viewpoint certainly does not imply the idea that Man is entirely free. Most of us will look on Man as a mixture of freedom and destiny; however, as long as we maintain that there is an element of freedom in Man we will think of the future as negotiable, as falling, at least partly, within our human responsibility, within the responsibility of each of us, therefore making education a very serious business indeed.

Is it possible to point to a general characteristic of the future and to some major challenges that the future is likely to held in store for us? If so, it is with these challenges that education must come to grips in order that we may have a chance to influence the future the way we desire. If we believe in human freedom, if we believe that the future is negotiable, we have no choice but to try to discover characteristics and challenges so that we may orient our education accordingly. Let us therefore try to do so. Our future, might well have one main characteristic and contain at least three major challenges. The main characteristic might well be continuing rapid change. Maybe, even probably, some day the world will come to a new state of relative stability. But this seems not to be for tomorrow, nor even for the beginning of the next century. Rapid change, change even more rapid than we have known during the last few decades, will deeply influence our lives – change in our material, as well as in our social and spiritual surroundings.

Of course, there has always been change, and complaints about changing everything for the worse are as old as human history. Nevertheless, I think we will agree that we are living through a quantitative increase in the rapitidy and depth of change which is increasingly creating a new quality in our lives, turning rapid change into the main characteristic of our times and of the foreseeablefuture.

What are the main challenges that the future seems likely to hold in store for us? I would suggest: (1) the organization of peace, (2) the use of leisure, (3) the control of our constantly increasing control over nature. Let us look at each of these probable challenges.

Firstly, then, the organization of peace. Toynbee mentions this challenge as 'Herakles' next labour, namely, the attempt to abolish the institution of war'.

Like change, war is as old as human history. But our increased and still increasing technological capacities have changed the character of war. Nuclear war – and it is hard to believe that any major war in the future will not become nuclear war – is no longer the continuation of diplomacy by other means – as Clausewitz defined war – but has come to mean total destruction, the ultimate catastrophe. We do not know history without war; in the present and the future, however, war has acquired the capacity to end history. To cite Toynbee once more, 'In the days of the Hun Empire and the Roman Empire, human destinies had not yet been gathered into one basket, and so, though some eggs were constantly being broken, there were always others left intact'. Today, however, Toynbee continues: 'A world-wide catastrophe might leave not a single egg unbroken in the solitary basket into which all human destinies have now been gathered'.

Of course, we cannot discuss the problem of war and peace here. But we can state that the task of organizing peace between East and West, between the Northern part of our globe growing ever richer and the poor Southern part of it – is truly a Heraklean task: it demands no less than developing world-wide institutions together with a world-wide consciousness of belonging to one and the same world-wide community: of a consciousness of mankind forming together the crew of our space-ship earth, as Barbara Ward has called our world, indicating by this name the world-wide interdependence that has developed during this century.

Leisure, it seems to me, forms the second challenge of our future. Since Adam, since the beginning of history, man has eaten bread in the sweat of his brow. Tomorrow this will not be so any more. This might well be the most fundamental revolution human history has ever undergone, a revolution containing both a tremendous opportunity and a tremendous challenge for mankind.

The third challenge of the future is to gain control over our control of nature. Man's challenge has always be to learn to control nature. Of course, it looks likely that we will ever remain bound to some of nature's most rigid laws – of growing old and of dying. Even now, however, nothing in our lives is left to nature alone. And our control over nature is likely to leap forward in the next few decades – to leap forward not only through the classical sciences of control over nature, such as mathematics, physics and chemistry, but also and specially through biology. The possibility controlling heredity is only an example of what the future is likely to hold in store. Is the increased power over nature that man certainly will acquire going to be used to create Huxley's 'Brave new world' – or for something else? What should it be used for? Granted that the future is negotiable – what kind of future do we want, at what values are we going to set our sights? Control of heredity, control of the mind, most of the prophecies about the consequences of these new abilities do not seem very encouraging. A great theologian, however, has warned us not to forget that reason is closer to God than nature. Among all the speculations over the use of these new powers one thing seems sure: our control over nature, extending in the future into influencing the human mind in ways never thought possible in former centuries, is going to be consciously used. Not only to be or not to be – but how to be will be the question in the future.

When we look at the probable nature of the future: change and at the challenges it is likely to hold in store for us: organization of peace, use of leisure, control over our control of nature, what consequences can be drawn for our planning of education?

The first thing which strikes us is that none of these challenges involves man's capacity to produce; they all concern man's capacity to organize life, to give it sense and meaning. These challenges concern not only man's intelligence but his entire being, they involve not only Man's capabilities but also his values. This is what we mean when we say that the quality of life is becoming of overriding importance in our Western societies. In the past a fundamental aspect of education was the teaching of a trade in one form or another, in order for enable the next generation to succeed in the struggle for food and shelter. Of course, good education never stopped at that. And in the future good education will still have to pass on the knowledge of this to the next generation, providing the young with the tools necessary for the continuation of our control over nature. But, more than ever in the past, education will have to direct its main attention to the quality of life, that is, to the development of the entire human being, and this always implies the development of values.

Let us now, after this general remark about the likely change of emphasis in education from teaching how to produce to teaching how to live, throw a rapid glance at the educational consequences to be drawn from the main characteristic of the future and from its main challenges.

Education for a period of rapid change will have to provide man with adaptability more than with knowledge. Not to know, but how to find out will become the watchword of Education, necessitating changes not only in the content of education, but in the whole educational system, forcing education into a continuous process, no longer only for young people but indispensable to men of all ages.

To organize peace means to build a community. To learn how to conduct a dialogue, to learn to be open to that which is different from ourselves will therefore have to become a major objective of education. Certainly not a new objective! Socrates would have made an excellent programmer of the kind of courses that will be needed in the future! However, Socrates only educated the happy few – the leisurely 'jeunesse dorée' of his time. Education for the future will need Socrates for all young people – both free and slaves – and even for all the adults also – not an easy bill to fit!

Education in order to develop creativity, is something different from education in order to hand down the cultural and scientific heritage from one generation to the next. Development of creativity as a central task of education will necessitate a rethinking of many of the aspects of education as we have known it so far.

Control over the control of nature demands an answer to the question: control of nature – for what? A picture of a future in which people have not learned to participate in conscious decisions concerning this question seems bleak, even terrifying. But can man become capable of knowing what he wants, of really choosing the qualities of life he prefers – and on top of that of participating with his co-citizens in taking decisions concerning such matter? Today we cannot answer this question. However, one thing seems certain :man will not become capable to do so by miracle – he will have to educate himself to this task, he will have to be helped therein by the educational system. Only then will he have a chance of learning to know himself, of learning to reason with himself and with others. A formidable challenge to mankind, a formidable challenge to education!

There is quite some talk these days – and it does not seem loose talk to me – of a powerful trend that is slowly replacing business organizations by educational establishments as the basic institutions of our society.
Where, more than any others, business organizations marked industrial society, so it is said, educational institutions more than any others will mark the post-industrial society now coming into existence.

One thing in any case seems likely: the long phase of history in which the needs of production dominated human life and human society is – barring nuclear catastrophe – coming to an end. In the future, the education of the very young, the young, the not so young, the middle aged, the old and the very old, will become the dominant factor – as dominant as production ever was in the past. We cannot know whether education will enable man to deal successfully with the challenges of our future. What we do know, however, is that without education adapted to these challenges, Man will have no chance to respond adequately to the immense dangers and to the immense possibilities that the future is likely to hold in store for him.

As a last word, a word of congratulation to the members of the European Home Study Council. You are part of those institutions which still so strongly mark today's business society. But you are producing a very remarkable product: education. As such you are part of those institutions which are staking out strong claims to be the dominant institutions of the future. If my personal and subjective view of the future has anything to commend it is that you Members of the European Home Study Council have chosen for yourself and for your activities the exact point of intersection between the present and the future. That seems to me a very wise choice indeed. Because we will not master our future by violent overthrow of what has served us well in the past, but by adapting it to the needs of the future. Educational institutions – both governmental and non-governmental, have much to learn from business institutions in order to face the educational challenges of our future successfully. The European Home Study Council can therefore be of real importance in helping to adapt the tools of the present to the tasks of tomorrow.

DR. ALVIN C. EURICH, PRESIDENT OF THE ACADEMY FOR
EDUCATIONAL DEVELOPMENT INC. IN NEW YORK AND CHAIRMAN
OF THE UNITED STATES NATIONAL COMMISSION FOR THE UNESCO

the role of independent study in the 21st century

Dr. Alvin C. Eurich

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I am pleased to be with you today on such an auspicious occasion: the first annual meeting of a new organization which promises to do so much to expand educational opportunities.
My entire professional life has made me most sympathetic to what you are trying to do.

During more than a decade at the Ford Foundation my associates and I sought out and encouraged as many projects as we could find that were devoted to putting more of his education in the hands of the student himself. At the Academy for Educational Development we are stressing the importance of independent study. Right now we are publishing a new paper by Arnold Tounbee, which concludes as follows:

The initiative (in learning) should be transferred to the student at the earliest practicable stage, and this stage should be reached well before the end of the phase of secondary education . . . Active self-education – with as much help from consultants (these need not be professionals) as may be wanted – should continue into the postretirement final chapter of life. A life-long course of mental self-education will lengthen the expectation of effective mental life, because it will prevent the mental arteries from hardening.

Throughout the world, the problems of education loom so ominously that it is clear the old methods will no longer work. We must go beyond providing more of the same; we must try radically new ideas and bold new approaches. The demand is clear everywhere in the world. In America, where the public schools in many cities, and the colleges and universities also, are literally under siege by student and parents demanding better education and education which is more relevant to their needs. In Europe, where an education gap certainly exists. In the underdeveloped countries, where the basic educational structure remains to be built.

In each case, we need fresh answers to these old problems. I believe firmly that home study is one of the most potent and relevant ideas in the world of education today: not a new tool, to be sure, but one that has never been used to its capacity, and therefore one which is redolent with promise for the future. And I believe that you working in this area have an unprecedented opportunity to not only extend your own services in important ways, but to pioneer some promising methods for all of education.

Independent study is still in the innovative stage in the United States compared to what I believe it should and will be. Increasingly, however, our educational institutions are experimenting with it. A number of nationwide programs have encouraged this.

American colleges and universities, especially the landgrant universities, set up initially to encourage teaching, service, and research in agriculture and mechanical arts, have encouraged independent study through the use of county or field agents in extension work. Some of our outstanding colleges have encouraged independent study through 'honors programs' or tutorial arrangements.

One of the most effective programs isn't in a college or university, though. It is administered by the American military departments, through more than 30 correspondence school centers. These centers offer over 2000 courses and enroll nearly a million students scattered all around the globe. It is highly significant to me that institutions outside of the formal public education system so often take the lead in developing new and better methods of instruction.

As noted earlier, American educators are beginning to think in terms of using more advanced technologies to achieve the same purpose. For example, President Hugh F. McKean of Rollins College in Florida, recently proposed the establishment of a Florida radio-television university which could grant degrees to students studying at home. On this England may be ahead of us. A University at Large has been planned which would offer a full college program over television.

So there are many ways in which the student can learn – in lectures, from motion pictures, radio and

television presentations, from audio tapes or records, from books or discussions with his peers, alone or in small groups. There are many media of communication which can enrich students' education, many ways in which the faculty's knowledge and wisdom can be placed at the student's disposal, many oppertunities for tailoring each youngster's program to his individual needs and aspirations. The continued growth of programs of this character, the increased attention they are currently receiving, and the experience with exam programs call for additional and even more innovative demonstrations that education of quality can be provided by independent study. New approaches to the examining process will help insure that high standards can be effectively maintained.

While the justification for a program of home or independent study is primarily the service it may render to those who enroll, a second value, I believe, is to be found in the experimentation which provides new approaches to the task of higher education. The need for innovation in education is a note constantly sounded, but change in colleges and universities is limited by the complexity of the larger and more influential institutions, and by the force of organized traditional structures. There is a need to demonstrate, outside the established order, the broad usefulness of independent study, and the feasibility of maintaining quality through unconventional methods. It may well be that clarity of ecucational aim and function will be gained through the very simplification of the educational process. And from the standpoint of the rising cost of resident instruction – to society and to the individual – alternatives must be developed.

Here is where I believe all who are in the home study field will be making their greatest contribution as we begin to create an educational process in our societies which is adequate to the challenge of the 21st century. As independent operators we have a unique opportunity to be leaders in motivating people to learn.

Schools, colleges, and universities in all our societies are notoriously resistant to change. They go on from year to year, decade to decade, century to century, using the same methods. A secondary school or university classroom today is hardly different in instructional procedures from a classroom 10 years ago – or even 100 years ago! The chief means of transmitting information from the teacher to the student is still the teacher's larynx. This, in part, is what students are now rebelling against.

But we have found, and will continue to find, new approaches to learning. We can seek change and innovation designed to set up more effective learning situations without having to overcome the resistances built into educational bureaucracies. We can be more swiftly, directly, and fully responsive to the real needs of your students – in many cases more so than a university department or a secondary school.

Let me turn more directly to my theme for today: toward independent study in the 21st century.
The first major breakthrough – but only as an intermediate step – from regular correspondence courses by mail will be the extensive use of tapes and casettes. Just before coming to this meeting I was shown a small recorder and player that one can carry around in his pocket. The casettes can be mailed back and forth so easily that they will gradually supplement and perhaps in some cases even replace the written exchange between the student and his correspondent instructor.
Lessons and illustrations of problems and solutions will be recorded on tapes. The student will work on the lessons and again supplement the written response by talking and raising questions with the instructor. In this way the student and instructor will carry on a dialogue throughout the course.
The next stage will involve the use of visual audio equipment. These may be attachments to regular television sets or separate instruments. In either case the lessons would be recorded on tape and again mailed back and forth between the instructor and the student. This will provide ample opportunity to present visually and in color many of the points made in the instruction. The dialogue between the student and the instructor could be even more direct and animated.
Supplementing these devices for more immediate contact with the instructor will be the new facsimile

transmission system over ordinary telephone lines. Such transmission has long been used by newspapers, magazines, and wire services. Gradually the costs have been greatly reduced thus making possible in the foreseeable future immediate communication with his instructor as the student encounters special difficulties. Mail by phone is bound to play an increasing role in correspondence or home study courses. But the ultimate for home study in the 21st century will be one master medium which will encompass all the media of instruction. That master medium is the computor.
Robert W. Sarhoff, President of the Radio Corporation of America (RCA), recently projected the educational future of the computor. He said:

I believe that before the end of the 1970's, the everyday use of the computor in the American home will become commonplace. Through a home terminal, the household will be linked with a computerized central information utility, providing a multitude of personal, business, and educational services on a timesharing basis . . . We must begin to think of it as a device for widespread personal use, comparable ultimately to the telephone.

Whether or not we believe that such developments will come in a mere decade, they are clearly part of our long-range future.
We are just beginning to see the potential of the computor for independent study. The invention of writing, the printing press with the production of books and journals, libraries, laboratories, studios, motion pictures, phonographs, telephones, tape recorders, radios, programmed learning or teaching machines, and television are gradually being merged with the computor into a single system for learning. We are now being forced to rethink the whole process of teaching and learning. Never before has man had available such an aid for learning.
Sophisticated learning terminals will be available in homes as commonly as telephones, radios and televisions today. Each terminal will include an instrument with a keyboard that looks like an electric typewriter with a telephone. It will also include a screen for visual display, with sound, of anything from a printed page to a programmed lesson to a motion picture of a Shakespeare play or an amoeba reproducing. The student will be able to dial a number for a lesson, problem, or the information he needs to complete a lesson. The response will be typed (just as airline or hotel reservations are today) or displayed immediately. The student will therefore be able to carry on a continuous dialogue with the computor as he never was able to do in home study courses or even in a classroom. Furthermore, the computor will be able to provide accurate information immediately which the lessons or instructors did not always have available.
With this continuous dialogue the student in home study will be guided through a course with a patience, thoroughness, and constant attentiveness which is quite beyond the capacity of even the most talented lesson planner or instructor.
The possibilities of computerized learning are limitless. For example, through simulation the student will be able to set up a model of a real situation. He will then be able to work out experiments on the model that are not possible now in school or college laboratories. He might, for illustrative purposes, simulate a major earthquake disaster and then try out various ways of dealing with it. Or he might simulate a social problem, such as population growth, and try out various ways of coping with it through housing, transportation, and communications. Thus with computors the student will be able to deal with the whole range of problems from the simplest to the most complex. He also will be able readily and quickly to check his answers.
Instruction in every type of course – art, photography, writing, accounting, languages, etc. – will all become more developed and vital. The student will be more highly motivated to learn by himself which is the only significant and meaningful learning, since everything a student learns he must learn for himself. No one can learn for him. All a teacher or lessons can possibly do is stimulate the student to learn or clarify the learning process.
The future with such new tools for learning has never been more auspicious for those of us dedicated to extending educational opportunities through home study. The need is deep and urgent, the technical means are available or rapidly being developed. The years ahead should be thrilling for everyone in this exciting and crucial aspect of world education.

DR. DAVID A. LOCKMILLER, EXECUTIVE DIRECTOR OF THE
NATIONAL HOME STUDY COUNCIL IN AMERICA

the educational situation in the united states of america the role of home study

Dr. David A. Lockmiller

I am grateful for the privilege of participating in the first Annual Conference of the European Home Study Council, which is being held in the historic city of Amsterdam. I bring cordial greetings from our President, Warren B. Smith of the Crowell-Collier and Macmillan Home Study Division, the Trustees and the Members of the National Home Study Council. We have watched the organization and growth of your group with keen interest and we know it will have an impact in the severalcountries of Europe in advancing quality education and in protecting the public. Your distinghuished Executive Director, Einar Rörstad, spoke at our 42nd Annual Conference last spring in Miami, Florida, and it is a pleasure to see him again and to wish all of you success in your constructive work.

In the United States, as in other parts of the world, education is in ferment. Home Study, often called Correspondence Education but seldom postal tuition, has avoided the physical confrontations and disorders which have troubled so many resident universities. Correspondence schools and home study divisions of corporations have moved forward with new courses, new techniques of instruction and vastly increased enrollments. The flexible and economical medium of instruction, generally free-enterprise, has been relevant to the needs of society from its earliest days.

National Home Study Council-schools, government agencies, and industry schools offer a wider variety of courses with greater vocational emphasis. Subjects in virtually all fields are available and they run from accounting, agriculture and art to shorthand, upholstering and writing. Many subjects are offered which are not generally available through resident schools such as camera repair, floristry, gemology and locksmithing. Standard elementary, high school, and university courses are given, and there are special programs for teacher certification and professional groups. Courses in auto mechanics, business, data processing, electronics, engineering, hotel-motel management, interior decoration, languages, medical office practices, real estate, photography and writing are popular. Generally speaking, if there is need for a course and it is not offered, it will be prepared.

The flexibility, variety and economy of home study makes it attractive to persons from age seven to past seventy. American home study schools have programs for elementary school children and senior citizens. There are special programs for the blind, deaf, and persons otherwise handicapped. Most of the students, however, would be classified as business and industrail workers, military personnel, and those with avocational interests. Increasingly, professional groups are purchasing or offering correspondence courses for their members.

Instruction may be by correspondence or a combination of home study, terminal laboratory work, and resident seminars. Some of our public schools and many industrial firms are using a mixed form of home study and class instruction called supervised home study. The instruction may include printed lessons, programmed learning materials, sound records or tapes, slides, films, teaching machines and computers. Some institutions utilize radio and television and many are making wide use of the telephone. Courses often include kits of tools or instruments and materails to be processed. Courses in braille and on sound tapes are available for the visually handicapped. Many schools offer counseling and placement services. Because of the expense involved the vast majority of the correspondence work in the United States is still conducted via conventional printed lesson materials, texts and examinations carried by post.

If at times some of us concerned with correspondence education stress its merits, be assured that we also value the best in conventional education. Both have strengths and weaknesses and there is enough unfinished business to keep all educators working around the clock. There are some myths associated with education, however, to which we take strenuous exception:

1 That age makes a subject valuable and respectable
2 That learning only takes place in a classroom in the presence of a teacher
3 Ghat learning can only take place during certain months of the years and in the daytime
4 That only traditional academic subjects have cultural values
5 That conventional resident education is available to all who desire and need it
6 That the quality of education is based entirely on the funds expended
7 That conformity is always a virtue and that innovations are evil
8 That accreditation is an end in itself and that it solves all problems

9 That non-profit institutions are without fault and that free enterprise schools are inherently bad
10 That persons cannot effectively learn by correspondence and independent study

Possibly these myths do not obtain in Europe, but let us proceed to a discussion of American home study schools and accreditation.

Private correspondence schools in the United States are generally incorporated in the states where they are located. About thirty of the fifty states have legislation regulating proprietary schools and their agents. Many home study schools operate entirely by direct mail without field representatives, but most of the larger schools have representatives. The Federal Government regulates advertising through the Federal Trade Commission, and the Post Office Department is vigilant to prevent the fraudulent use of the mails. The Veterans' Administration, concerned with the education of present and former military personnel through the so-called GI Bill, works through the several state departments of education. Insured tuition loans for home study students are processed under regulations issued by the US Office of Education.

The new GI Bill is composed of two Acts, the Veterans Readjustment Benefits Act of 1966 and the Veterans Pension and Readjustment Assistance Act of 1967, which provide educational assistance to veterans and servicemen who want to continue their education through home study. Under the GI Bill one month's educational assistance can be provided for each calendar month during which an individual was on active duty after January 31, 1955, up to a maximum of 36 months. A student taking a correspondence course, however, is charged for only one-fourth of the time he actually spends on a course. Therefore, a student would be charged one month's entitlement for each four months he spends on a course. The monetary allowance for a correspondence course is based on the cost of tuition and fees, prorated according to the number of lessons completed by the student and processed by the school.

The latest Veterans' Administration statistics, compiled in April 1968, show that 1.066.000 applications for assistance under the GI Bill have been processed, and 775.400 of these entered training. Of this number 23.7 percent were correspondence students.

Failing to have a central ministry of education responsible for all types of schools, educational institutions in the United States have evolved voluntary accrediting and membership associations which carry the virtual force of law. There are associations for non-profit public and private secondary schools, colleges and universities; there are professional accrediting agencies for schools of medicine, dentistry, law, theology, teacher training and the like; and there is the voluntary accrediting commission for proprietary and non-profit correspondence schools such as the members of the National Home Study Council. Also the private resident business schools and the private resident trade, technical and vocational schools have their accrediting agencies. All of these groups at the college and university level are co-ordinated by the National Commission on Accrediting and efforts are under way to enable the NCA to include all accrediting groups in its membership.

The National Home Study Council grew out of a study sponsored by the Carnegie Foundation, and it received the active support of the National Better Business Bureau. It was incorporated in 1926 as a non-profit association under the laws of the District of Columbia. For many years it operated as a trade association to advance home study through high educational and ethical business standards. In the mid-1950's, the NHSC established an independent accrediting commission and adopted standards similar to those of the other accrediting agencies. The accrediting procedures are thorough and require on-site inspections and a review of all course materials and examinations by subject specialists. Today the NHSC consists of 106 accredited schools offering some 600 courses to more than 1.500.000 students. It is a service agency for member schools, and it is supported entirely by the dues and fees. It issues a monthly newsletter and conducts workshops and an annual conference. The Council's most important function is its general sponsorship of the separate accrediting program with all of its ramifications.

The NHSC Accrediting Commission, publishes standards, conducts investigations, and issues an annual directory of accredited schools.

It is recognized by the US Office of Education as the national accrediting agency in the private correspondence school field. Aside from prestige and council services, accreditation is of great value

to schools and their students in connection with GI and insured loan benefits. Also, accredited schools are exempt from laws regulating private schools and their representatives in several states. To become accredited a school must make a detailed study of its organization and operations, open its door to a throrough inspection by an outside committee, submit its instructional materials for a review by subject specialists, and provide information on its relations with public regulatory agencies. Once accredited, a school must submit annual reports to the Commission and be completely re-examined every five years.

Accreditation assures students and the public generally that a school has a competent faculty, that it offers educationally sound and up-to-date courses, that it carefully screens students prior to admission, that it provides satisfactory educational services, that it has demonstrated ample student succes and satisfaction, that it advertises truthfully, that its tuition charges are reasonable, and that it is financially able to deliver high quality educational service. The NHSC Commission meets twice each year and about eight to ten new schools are approved annually. During the past five years the Commission has dropped six schools for various reasons. The Commission does not examine or approve schools of religion or those with exotic offerings. It defines a correspondence school as one having organized lessons on a sequential basis with required examinations. There must be a 'feed-back' or exchange between the student and the school.

According to the annual NHSC Survey, some five million Americans are taking home study courses. The largest number, about 2.5 million are active and reserve military personnel enrolled with the US Armed Forces Institute and other Federal correspondence schools such as those for the Navy and Air Force. Next in order come the NHSC schools, the colleges and universities, and the miscellaneous groups including specialized industrial and religious programs. NHSC schools range in size from 300 to more than 100.000 active students annually. Costs vary according to the nature and length of the course and the texts and supplies furnished. Three of our schools make no charge for their courses, being supported by private gifts.

Up until about 1960, most correspondence schools in the United States were small and privately owned. Today the corporate form of organization prevails and increasingly schools are becoming parts of business conglomerates. For example, the Radio Corporation of America, the Ford-Philco corporation, International Telephone and Telegraph, Crowell-Collier and Macmillan, Mr. Graw-Hill, Bell and Howell, the International Textbook Company, Career Academy, National Systems Corporation, and other similar groups own correspondence schools. Several are listed on the Stock Exchanges. Most of our schools enroll nationals of other countries, some have schools in foreign countries. Tide and time favor quality home study schools. For many reasons the colleges and universities are in trouble, and they cannot begin to meet all of the needs of modern society. We have explosions of knowledge and populations, a limited supply of qualified teachers, and a demand for continuing education in most fields at virtually all levels. Industrial nations must keep up and developing nations must catch up. Modern science and technology daily render older courses and methods obsolete. Correspondence education is one proven method which can directly and as a supplement help individual and agencies maintain efficiency and reach their highest potential.

Within a few years, I predict that private correspondence schools in the United States will offer standard baccalaureate degrees based on comprehensive courses with examinations validated by national testing services. Already some of our members offer college-level courses, the testing and validation being performed by the College Entrance Examination Board and the College Proficiency Examination Program of the State of New York. For the future, what a person knows and can and will do in a dynamic society will be more important than the place where he studied, earned credits and served time. The age of electronics and satellites is here, and while it may be some time before we are talking with men on Mars, we shall soon share educational and cultural programs between nations in the manner that news events of today are presented on television as they happen.

Accordingly, we must and will grow from the home study of the past and present to a realization of the unlimited opportunities for educational service which are ours in co-operation with others. Your members and ours will strive for an educated and trained citizenry-men and women who can earn a living, live with themselves, and hopefully help to assure a world wherein they and all mankind may dwell in peace.

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PROFESSOR DR. GÜNTHER DOHMEN, OF THE GERMAN INSTITUTE FOR CORRESPONDENCE EDUCATION AT THE UNIVERSITY OF TUBBINGEN

new directions in academic studies in the federal republic of germany

Professor Dr. Günther Dohmen

I THE SITUATION AS IT STANDS IN THE INSTITUTES OF HIGHER EDUCATION IN THE FEDERAL REPUBLIC

Our Institutes of Higher Education are overcrowded, overburdened and too many demands are made upon them. They are very often no longer in a position (particularly in the more widely-taught subjects) to direct the students towards a systematic, scientific system of work. Many students are no longer drawn into the rhythm of questioning and enquiry, and of critical and methodical work. Consequently the emphasis in studies shifts towards a one-sided listening and memorizing process at the expense of individual, logical investigation of relevant issues and of the liaison of ideas.

The constantly increasing number of students is a significant reason for the increasing difficulty in providing the necessary direction and supervision of the students's individual work.

Matters are made even worse by the disparity between the academic nature of the subject matter and its practical application. As a result the students need some secondary motivation for any enthusiasm for their work to be aroused in them.

Teachers in these Institutes of Higher Education have so many demands made upon them by their teaching-duties that they no longer have the necessary time and energy to supervise the individual work of larger numbers of students. This should give particular cause for concern. The 'Synthesis of Research and Teaching' (Die Einheit von Forschung und Lehre) should, in fact, make it possible for the students themselves to be brought so far as to work in a way in which they examine things in a critical light and get to the very root of the problem on hand.

The situation which has been described here in only very rough outlines inevitably raises the question: Is it at all justifiable that in our Institutes of Higher Education year after year hundreds of lecturers repeatedly prepare and hold (comparatively similar) lectures and that thousands of students in overcrowded lecture-theatres try to write down what they hear (in a more or less incomplete form) and learn it parrotfashion. Would it not be considerably more sensible if a number of teachers of a particular subject, qualified in their own field and in the method of teaching it, were to come together and were to compile as a substitute for single lectures study guides and study-materials, which would make it possible for all the students of that one particular field of study to work out for themselves what is otherwise taught to them 'ex cathedra', with a personal emphasis as the 'opinion' of the individual lecturer?

These considerations lead to the following conclusion: we need systematically constructed courses of home study through which the student's individual work, which up till now has been dealt with in a more or less haphazard way during the five months of vacations, can first of all be directed more systematically, in other words, made more effective and secondly, be set up on a more impartial, critical basis. Because private study is directed from a distance, hence the German word 'Fernstudium' (literally 'long-distance study'), the total period of study can probably be shortened more effectively by these means than by all the attempts at study-reform based on the one-sided 'number-of-university-semesters' idea. As I see it approximately two-third of all the lectures held at the present time in Universities and Institutes of Higher Education (and approximately a quarter of all larger classes or information-seminars) could be replaced by a systematically constructed, impartial home-study course which can be used everywhere. Thus, university teachers could to a great extent be relieved of their more or less routine teaching duties, so that they would be free to concentrate more on the real study periods with the students.

At present it is stil very difficult in the Federal Republic to promote the development of and gain recognition for such home-study courses. However, a more positive attitude in the Federal Republic is beginning to make itself feit in a one area: for the necessary further education of academics in the sense of 'education permanente' the inclusion of home-study is beginning to be seriously considered, above all because no-one can see any other possibility of obtaining the necessary contact with the Institutes of Higher Education which refresher-courses offer to the professional academic. On the basis of this whole situation, the newly-founded Deutsches Institut für Fernstudien has concentrated in the first instance on developing home study courses in the realm of further or direct study, in order to gain the necessary experience in the process, which will then put us in a position – as soon as the German Institutes of Higher Education are ready for it – to introduce home study as a means of relief in the realm of undergraduate study.

II DAS DEUTSCHE INSTITUT FÜR FERNSTUDIEN

The Deutsches Institut für Fernstudien (the German Institute for 'home studies') is an Institute connected to the University of Tübingen. It is supported by a special endowment from the civil authorities, the foundation having the name of 'Deutsches Institut für Fernstudien'.
The Deutsches Institut (German Institute) has the assignment of investigating the possibilities of an academic course of study which makes it unnecessary for students to attend continuously at Institutes of Higher Education, and to set up a model for this

THE PLAN OF WORK OF THE INSTITUTE

a The advanced training of teachers

At this time study material is being developed and tested for a course of study for the advanced training of teachers (Postgrads) in the following subjects: English, Mathematics, Biology, Education, Social Sciences (that is: Politics, Sociology, Political Economics and Law), Religious Instruction, Chemistry, Physics and Work Studies (that is: an introcuction into the contemporary world of work and Technology). It consist of instructions and aids to study which

a are sent to the individual's home for his own study, and
b are used in the (obligatory) Seminar courses and the (voluntary) local work groups made up by the 'home study' participants.

The study material for the individual study at home consist primarily of guides to study presented in written form, tapes, illustrations etc. Over and above this, sound films and video-tapes for the seminar courses and work groups are under consideration.
All study material should have the most impartial possible form reached if at all possible by the teamwork of various lecturers in such a way that the personal opinion of a particular teacher shall not intrude. An assignment, correction and advisory service is a part of every course.

b The general advanced training of professional academics

After this study system has been tried out in the field of the advanced training of teachers, appropriate training courses are to be worked out for other professions.

c Basic study

Under the pressure of the growing numbers of students in German Institutes of Higher Education there is beginning at this time the planning of a basic course of study, which, based on the same unified system of a more independent course running to a great extent outside the Institute of Higher Education, offers to the new student in the first instance an introductory course of approximately one-year's length into his area of study. This is to be completed by him at home before he can pass on to a shortened course of direct study at the Institute of Higher Education.

III STRUCTURAL QUESTIONS CONCERNING 'HOME STUDIES' TEACHING

The so-called Fernstudien lesson – which is sent to the home study student (usually weekly or monthly) has the character of a study guide. That is to say, the home student receives relevant incentives and guidance as to what he is to work on, together with which approach he should adopt and aids he should make use of.

a Materials for home study

For this it is generally necessary in the first instance to introduce the student through the Fernstudien lessons to the relevant subject and its specific problems; to inform him about the various schools and directions of research and their results; to outline the most important methods of the relevant subject disciplines; and to provide a well-founded review of the situation and problems of the subject on which the home student is then to work himself.

b There is a fundemental difference between a Fernstudium ('home study') lesson and a chapter from a textbook

The home student's own individual pieces of work must be guided and made easier by precisely defined work assignments, by the provision of aids, by the incorporation of controls to check correctness and comprehension, by the creation of advisory services etc. With regards to modern Fernstudium, it is not simply a question of presenting the contents in a text book manner, and getting the home students to learn it. It is more a matter of guiding the student and enabling him to work out on his own the liaison of ideas - as far as possible with the aid of already existing work facilities.

Practically speaking, it seems that the home student is confronted with problems and obstacles which he must face, and that he must be provided with information, aids, incentives, a small collection of books, in some cases also illustration, tapes, slides, experimentation equipment etc, that is to say study materials in the broadest sense of the word. From these the student can reach his own conclusions which will enable him to overcome the obstacles to and difficulties in understanding.
Generally speaking, with regard to the Fernstudien materials, it all boils down to finding a balanced proportion between:

1 An 'orientational review' that is to say, a kind of statement of general points and categories, and
2 Detailed study of individual key points which serve as examples in the relevant subjects.

c The relationship between Fernstudien and programming

Taking everything into consideration, Fernstudien will have to be programmed for the following reasons. It is a question, first, of planning the program of study in very great detail beforehand, secondly, of taking into account the difficulties and thereby eliminating them, thirdly, of considering the difficulties and obstacles from the point of view of didactics, the psychology of learning, and economy of work, fourthly of correctly evaluating beforehand the requirements of motivation, control and reinforcement. All this can be achieved by a well-construced course, embodying all relevant elements.
The aim must be, as far as it is possible, to incorporate the actual teaching principals into the study material itself, that is to develop 'self-instructive' material, which is so carefully planned and tested in advance that it can replace as far as possible the teacher who in actual practice directly intervenes to help and correct.
On the other hand, however, with home studies on an academic level which are intended to lead to unaided work and critical examination, it will largely be a matter of breaking up the rigid way of learning which progresses along a fixed path by a series of restricted steps as contained in the idea of programmed learning, to break it up through less rigid forms of critical reflection. So it seems to me necessary, that before they plan out in advance a specific way or method of passing on information or directives of study for the participants, the authors of a lesson should briefly indicate in the lesson the different starting-points which exist from which one can establish aims and means of achieving them within the chosen subject matter itself, and why this particular way was pre-programmed in this lesson. The student must also learn the motivation for the author's particular choice of method because he, too, should approach them critically and even break away from the programmed method towards the freer realsm of unprogrammed, independent enquiry and investigation. That would be, so to speak, a contribution to the project which students are demanding nowadays – the critical university.

IV PROSPECTS

The construction of academic home study courses which I have outlined is, of course, still in its infancy. The future directions are not yet clear and we will make many mistakes. From these mistakes we will have to learn. *But we are convinced that further developments along these lines will lead in the right direction.* The object of experimenting with these new developments in the field of higher education and its organizations is to render possible and easier the transition to the 21st century.

The newly elected Executive Committee of the EHSC and the Executive Director. From left to right (sitting): Kurt Graff, Ir. A. C. Wind, Walter Mössinger, John C. Elton, (standing) Aldert J. M. de Jong, Tomasz Carver and Einar Røhrstad.
Mr. Pierre Frilet, Member of the Executive Committee, was not present when this photograph was taken.

COMMITTEES OF THE EUROPEAN HOME STUDY COUNCIL

During the first Annual Meeting of the EHSC – attended by approximately 50 delegates from member schools – a number of committees were elected in order to insure an efficient functioning of the orginization. The Executive Committee is formed of:

President	Mr. A. C. Wind – Director, Koninklijk Technicum PBNA, Arnhem, The Netherlands
Vice President	Mr. Kurt Graff – Educational Director, Institut für Unternehmensführung, Hamburg, Germany
Honorary Secretary	Mr. Aldert J. M. de Jong – President, Famous Schools International, Amsterdam, The Netherlands
Honorary Treasurer	Mr. Walter W. Mössinger – Director General, Institüt Mössinger, Zürich, Switzerland
Members	Mr. Pierre Brilet – Director General, Ecole ABC de Paris, Paris, France
	Mr. Tomasz Carver – Managing Director, Scuola Radio Elettra. Turin, Italy
	Mr. John G. Elton – Managing Director, Capitol Radio Engineering Institute, London, England

The other committees and their respective chairmen are:

Accrediting Committee	Mr. C. J. J. Wiedhaup, Managing Director, Stichting IVIO, Amsterdam, The Netherlands
Educational Research and Development Committee	Mr. Kurt Graff, Educational Director, Institüt für Unternehmensführung, Hamburg, Germany
Co-operation Committee	Mr. Jean-Claude Tunon, Director General, CIDEC, Monte Carlo, Monaco
Constitutional Committee	Mr. A. van Daal, Rector, Nederlands Schriftelijk Studiecentrum, Culemburg, The Netherlands
Finance, Budget and Audit Committee	Mr. Frits Kuiper, Vice President, Famous Schools International, Amsterdam, The Netherlands
National Affairs Committee	Mr. P. Rotshuizen, Director, Koninklijk Technicum PBNA Arnhem, The Netherlands
Public Relations Committee	Dr. Heinz Schwalbe, Educational Director, Institut Mössinger, Zurich, Switzerland

APPLICATION FOR MEMBERSHIP

Institutes, wishing to apply for membership of the EHSC are kindly requested to fill out this application form, and mail it to the office of the Executive Director. The application form should be accompanied by brochures, catalogues and other printed matter relating to the courses offered by the institute.

To: The Executive Director,
European Home Study Council
Lökebergveien, 9 d
Haslum – Oslo
Norway

Name of the institute .....

Managing Director .....

Educational Director .....

Street .....

City .....

Country .....

After taking notice of the aims, objectives and functioning of the EHSC, we would like to apply for membership of your organization.

Our institute was founded in ..... and offers courses in the following subjects:

.....

.....

.....

Enclosed – or under seperate cover – we are sending you brochures, catalogues and other printed matter relating to our courses. We shall await your instructions prior to forwarding additional material.

Signature ..... Date .....

ERIC Clearinghouse
JUL 17 19
on Adult Education

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